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visor of Music, Yonkers, New York.

Your special cooperation is solicited in securing players of the more unusual instruments, such as oboe, bassoon, viola, horns, cello and double bass. If you know a member of the conference, or someone who should be a member who plays one of these instruments, send his name, address and instrument at once.

We shall hope to print in the next issue of the Journal the full list of names of all players who have responded to this call, together with the instrument which they play.

### IS MUSIC RELATED TO SCHOOL LIFE?

Editor's Note—The following editorial appeared in "*The Pioneer*" a weekly publication of South High School, Grand Rapids, Mich., under date of October 21, 1921. This shows a real appreciation of the work which is directed by our former President, John Beattie. \_\_\_\_\_

It is not until of rather recent years that much consideration has been given to music as a part of public school education. The average American has thought of music as an embellishment of some sort, not as a necessity.

But the inroad which music has made into the life of the public school during the past ten years, seems to indicate that the general public is coming to recognize and accept, more and more, the vital importance which music holds in relation to our everyday life.

We find music in all the grades given by teachers who have specialized in such work. Careful study has been made in different places to determine what is best suited for the needs of the pupils at the different stages in their school life. Always, the idea has been to bring the pupil into closer touch with good music and better music, through bands, orchestras, glee clubs, choruses, and special courses.

Many people have become alarmed over the craze for "Jazz Music" which has been so evident of recent years. It is not the purpose of this editorial to condemn "Jazz Music"; surely a little bit of it ought to go a long way. But you can't get rid of "Jazz" merely by its condemnation; you must make them want something else and give them something else they can appreciate before you take away what they already have and can appreciate.

And an appreciation of better music can only be brought about by an education in music, step by step. The pupils in literature classes are not expected to know how to appreciate the great literary works until they have had several years of carefully supervised and consistent work. Why should anything different be expected in the music work, for is not music the literature of notes?

And is not the school in a position to do more toward bringing about such an appreciation in a larger number of people, than any other one organization is able to do?

An idea or movement is not created or organized in a day, or a month, or a year. But if within a decade, or even a generation, its effect has begun to show, it has done well. Let us continue to keep our ideals high and strive to reach them.

When music has become "a part of" our life, and not "apart from" it, we will probably realize more the vital relation which it has to the lives of all of us.

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### THE BAND

Mr. Buchtel  
Stands up in front  
Waving a stick.  
Everybody looks  
At his music,  
Or his instrument,  
Or the audience.  
The French horn